



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11961461
SAU: MSAD 01
School: Mapleton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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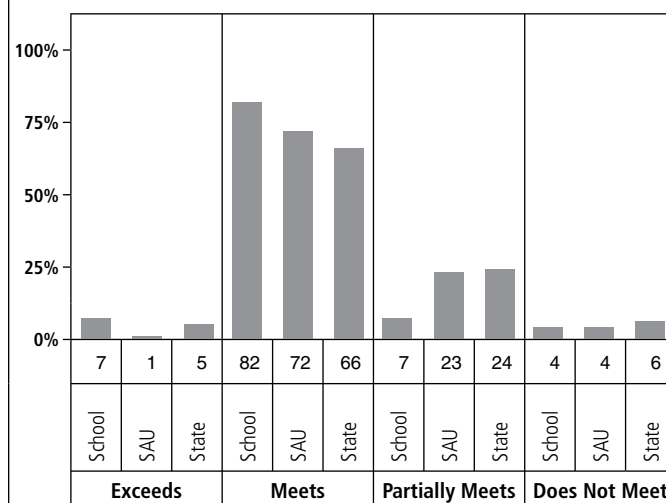
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

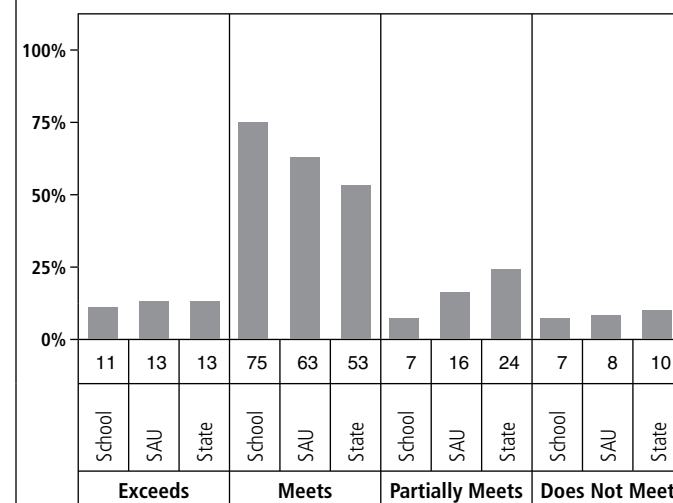
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	446	447	445
2007–2008	446	446	445
2008–2009	451	446	446
Cum. Avg.*	447	446	445
Mathematics			
2006–2007	446	447	445
2007–2008	446	449	445
2008–2009	450	448	446
Cum. Avg.*	447	448	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	28	100	138	100	13805	100	28	100	138	100	13737	100	28	100	138	100	13746	100						
Ethnicity African American/Black	0	0	4	3	419	3	0	0	4	100	410	98	0	0	4	100	416	99						
American Indian or Native Alaskan	1	4	3	2	125	1	1	100	3	100	124	99	1	100	3	100	124	99						
Asian or Pacific Islander	1	4	1	1	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	26	93	130	94	12883	93	26	100	130	100	12832	100	26	100	130	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	8	29	38	28	2383	17	8	100	38	100	2366	100	8	100	38	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	13	46	71	51	5819	42	13	100	71	100	5782	99	13	100	71	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	14	50	70	51	10439	76	15	54	70	51	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	14	50	67	49	3142	23	13	46	67	49	3138	23						
Identified disability (PET/IEP)	8	57	37	55	1860	59	8	62	37	55	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	6	43	30	45	1060	34	5	38	30	45	1043	33						
Participation through alternate assessment (PAAP)	0	0	1	1	155	1	0	0	1	1	137	1						
Identified disability (PET/IEP)	0	0	1	100	155	100	0	0	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	4
SAU:	MSAD 01
School:	Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	2	5	10	6	507	4
	2007-2008	1	3	5	4	559	4
	2008-2009	2	7	2	1	672	5
	Cum. Total*	5	5	17	4	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	26	65	109	69	8749	63
	2007-2008	24	71	90	64	8308	59
	2008-2009	23	82	99	72	8917	66
	Cum. Total*	73	72	298	69	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	9	23	31	20	3467	25
	2007-2008	8	24	40	28	3922	28
	2008-2009	2	7	31	23	3241	24
	Cum. Total*	19	19	102	23	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	8	7	4	1165	8
	2007-2008	1	3	6	4	1264	9
	2008-2009	1	4	5	4	751	6
	Cum. Total*	5	5	18	4	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	35.1	73.1	31.6	65.8	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	17.1	71.3	15.7	65.4	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	18.0	75.0	15.9	66.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	2	7	23	82	2	7	1	4	451	137	1	72	23	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										3						408	2	51	31	16	441
American Indian or Native Alaskan	1										3						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	26	2	8	21	81	2	8	1	4	451	130	2	72	22	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	6	75	1	13	1	13	443	37	0	49	41	11	441	2211	1	39	42	18	439
No	20	2	10	17	85	1	5	0	0	454	100	2	81	16	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	28	2	7	23	82	2	7	1	4	451	137	1	72	23	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	13	0	0	11	85	2	15	0	0	449	70	0	66	30	4	444	5677	2	57	32	9	443
No	15	2	13	12	80	0	0	1	7	453	67	3	79	15	3	449	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	28	2	7	23	82	2	7	1	4	451	137	1	72	23	4	446	13575	5	66	24	6	446
Gender																						
Female	15	2	13	12	80	1	7	0	0	454	71	3	72	24	1	447	6580	7	68	21	5	448
Male	13	0	0	11	85	1	8	1	8	448	66	0	73	21	6	446	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	5	83	1	17	0	0	445	42	0	57	40	2	443	2127	1	48	42	9	441
No	22	2	9	18	82	1	5	1	5	453	95	2	79	15	4	448	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										6	0	100	0	0	455	324	27	72	1	0	458
No	28	2	7	23	82	2	7	1	4	451	131	2	71	24	4	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	0	0	2	40	2	40	1	20	440	8	0	45	36	18	440	4	2	45	36	17	441
B. less than one hour	64	2	11	16	89	0	0	0	0	454	74	2	75	21	2	447	75	5	67	23	4	447
C. one to two hours	18	0	0	5	100	0	0	0	0	453	18	0	75	21	4	447	18	5	67	23	5	447
D. more than two hours	0										1	0	100	0	0	452	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	1	17	4	67	1	17	0	0	451	22	3	70	23	3	446	40	8	71	17	4	449
B. good	32	1	11	8	89	0	0	0	0	456	45	2	70	23	5	446	45	3	66	25	5	446
C. fair	36	0	0	8	80	1	10	1	10	445	27	0	81	16	3	446	13	1	54	35	10	442
D. poor	11	0	0	3	100	0	0	0	0	456	6	0	63	38	0	447	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	0	0	6	75	2	25	0	0	448	24	0	81	19	0	448	31	8	69	19	4	448
B. They match some of what I have learned.	46	2	15	11	85	0	0	0	0	455	51	3	75	16	6	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	0	0	3	100	0	0	0	0	449	18	0	58	42	0	443	11	2	54	35	10	442
D. There is no match.	14	0	0	3	75	0	0	1	25	445	7	0	60	30	10	443	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	29	0	0	7	88	0	0	1	13	449	28	0	61	32	8	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	57	2	13	12	75	2	13	0	0	453	58	3	74	21	3	447	63	6	69	22	4	447
C. easier than my regular schoolwork	14	0	0	4	100	0	0	0	0	451	14	0	89	11	0	448	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	21	0	0	4	67	1	17	1	17	446	22	0	48	41	10	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	54	1	7	13	87	1	7	0	0	452	50	2	79	17	3	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	25	1	14	6	86	0	0	0	0	454	29	3	84	13	0	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	32	1	11	6	67	2	22	0	0	452	18	4	68	28	0	448	21	8	68	19	5	448
B. 20 minutes to an hour	32	0	0	9	100	0	0	0	0	451	32	0	88	12	0	448	55	5	70	21	4	447
C. less than 20 minutes	11	1	33	2	67	0	0	0	0	462	26	3	60	31	6	444	13	2	57	33	8	443
D. I rarely read at home.	25	0	0	6	86	0	0	1	14	445	24	0	70	21	9	444	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	39	0	0	10	91	1	9	0	0	448	37	0	82	18	0	447	25	3	59	30	8	444
B. six to ten pages	14	2	50	2	50	0	0	0	0	465	28	5	62	24	8	445	24	4	64	26	6	445
C. eleven or more pages	46	0	0	11	85	1	8	1	8	449	34	0	73	22	4	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										60	0	67	0	33	437						
C.	0										0											
D.	100	1	100	0	0	0	0	0	0	466	40	50	0	50	0	453						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	3	8	9	6	1054	8
	2007-2008	2	6	20	14	1321	9
	2008-2009	3	11	18	13	1712	13
	Cum. Total*	8	8	47	11	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	21	53	101	64	7394	53
	2007-2008	19	56	78	55	7079	51
	2008-2009	21	75	86	63	7270	53
	Cum. Total*	61	60	265	61	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	12	30	33	21	3729	27
	2007-2008	11	32	36	26	3955	28
	2008-2009	2	7	22	16	3219	24
	Cum. Total*	25	25	91	21	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	4	10	14	9	1735	12
	2007-2008	2	6	7	5	1642	12
	2008-2009	2	7	11	8	1408	10
	Cum. Total*	8	8	32	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	33.5	69.8	31.9	66.5	30.8	64.2
A. Number	20	42	14.1	70.5	13.1	65.5	12.5	62.5
B. Data	8	17	5.3	66.3	5.2	65.0	5.3	66.3
C. Geometry	10	21	7.1	71.0	6.8	68.0	6.5	65.0
D. Algebra	10	21	6.9	69.0	6.7	67.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 01
 School: Mapleton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	3	11	21	75	2	7	2	7	450	137	13	63	16	8	448	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										3						415	5	41	30	24	439
American Indian or Native Alaskan	1										3						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	26	3	12	20	77	1	4	2	8	451	130	14	62	15	8	448	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	8	1	13	4	50	2	25	1	13	443	37	5	43	24	27	439	2227	3	34	33	30	437
No	20	2	10	17	85	0	0	1	5	453	100	16	70	13	1	451	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	28	3	11	21	75	2	7	2	7	450	137	13	63	16	8	448	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	13	1	8	10	77	1	8	1	8	448	70	10	63	19	9	446	5704	6	48	30	16	442
No	15	2	13	11	73	1	7	1	7	452	67	16	63	13	7	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	28	3	11	21	75	2	7	2	7	450	137	13	63	16	8	448	13603	13	53	24	10	446
Gender																						
Female	15	1	7	12	80	1	7	1	7	451	71	11	61	17	11	447	6591	12	54	24	11	446
Male	13	2	15	9	69	1	8	1	8	450	66	15	65	15	5	449	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	1	17	3	50	1	17	1	17	445	42	7	71	12	10	445	2131	3	41	38	18	440
No	22	2	9	18	82	1	5	1	5	452	95	16	59	18	7	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										6	83	17	0	0	469	324	64	34	2	0	464
No	28	3	11	21	75	2	7	2	7	450	131	10	65	17	8	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 01
School: Mapleton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	0	0	1	20	2	40	2	40	434	8	0	36	36	27	437	4	4	37	30	28	438
B. less than one hour	64	1	6	17	94	0	0	0	0	454	74	14	67	14	5	450	75	13	55	23	9	447
C. one to two hours	18	2	40	3	60	0	0	0	0	454	18	17	58	17	8	447	18	12	54	24	10	446
D. more than two hours	0										1	0	100	0	0	458	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	3	33	6	67	0	0	0	0	457	37	30	64	4	2	456	37	22	56	16	7	451
B. good	36	0	0	9	90	0	0	1	10	452	37	4	66	20	10	445	45	9	56	25	9	446
C. fair	14	0	0	3	75	0	0	1	25	442	16	0	59	27	14	443	14	3	46	34	17	440
D. poor	18	0	0	3	60	2	40	0	0	442	10	7	57	29	7	444	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	3	25	9	75	0	0	0	0	455	38	18	69	8	6	451	35	19	56	19	7	450
B. They match some of what I have learned.	36	0	0	8	80	1	10	1	10	449	49	12	59	21	8	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	18	0	0	4	80	1	20	0	0	446	12	6	69	19	6	447	10	5	43	31	21	440
D. There is no match.	4	0	0	0	0	0	0	1	100	422	2	0	33	33	33	432	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	1	25	2	50	1	25	439	16	5	52	29	14	442	17	5	44	31	20	441
B. about the same as my regular schoolwork	75	2	10	18	86	0	0	1	5	452	59	13	65	16	6	449	62	13	57	23	7	448
C. easier than my regular schoolwork	11	1	33	2	67	0	0	0	0	454	25	21	65	9	6	450	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	33	1	33	1	33	437	9	8	42	33	17	443	7	6	36	32	27	438
B. 30–45 minutes	32	2	22	6	67	1	11	0	0	453	31	17	48	29	7	447	25	7	52	28	12	444
C. 45–60 minutes	46	1	8	11	85	0	0	1	8	451	36	14	65	10	10	448	38	14	56	22	8	448
D. more than 60 minutes	11	0	0	3	100	0	0	0	0	452	24	9	88	3	0	452	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										5	0	43	43	14	440	3	4	36	31	28	438
B. two or three days a week	7	0	0	2	100	0	0	0	0	449	23	6	68	16	10	445	12	13	51	26	10	446
C. two or three times each month	39	1	9	8	73	1	9	1	9	449	39	21	64	13	2	452	32	15	58	20	7	449
D. never or almost never	54	2	13	11	73	1	7	1	7	451	33	11	62	16	11	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	0	0	3	60	1	20	1	20	442	44	8	57	22	13	444	26	12	50	25	13	445
B. two or three days a week	18	1	20	4	80	0	0	0	0	452	32	19	67	12	2	452	32	14	57	21	7	448
C. two or three times each month	32	2	22	7	78	0	0	0	0	457	13	17	72	11	0	454	26	13	56	22	8	448
D. never or almost never	32	0	0	7	78	1	11	1	11	447	11	13	67	13	7	450	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										60	0	67	0	33	441						
C.	0										0											
D.	100	1	100	0	0	0	0	0	0	462	40	50	50	0	0	459						